

Title II of the Higher Education Act

Institutional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation:

Academic year: 2001-2002

Office of Postsecondary Education, U.S. Department of Education

Report Year 3: (Fall 2001, Winter, 2002, Summer 2002)

Institution name:	Hannibal-LaGrange College		
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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>	
Institution Name	Hannibal La-Grange College	
Institution Code	6266	
State	Missouri	
Number of Program Completers Submitted	48	
Number of Program Completers found, matched, and used in passing rate Calculations ¹	47	Statewide

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Professional Knowledge							
Academic Content Areas							
Art: Content Knowledge	133	2	2	100%	96	95	99%
Early Childhood Education	020	7	7	100%	295	288	98%
Elem Edu: Curriculum, Instruction, and Assessment	011	21	21	86%	1679	1606	96%
English Lang., Lit. and Comp. : Content Knowledge	041	2	2	100%	192	191	99%
Music Education: Content Knowledge	113	2	2	100%	124	124	100%
Physical Education: Content Knowledge	090	8	7	88%	214	205	96%
Social Studies: Content Knowledge	081	4	3	75%	276	270	98%
Other Content Areas							
Business Education	100	1	1	100%	64	64	100%
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-2</i>	<i>HEA - Title II 2001-2002 Academic Year</i>						
Institution Name	Hannibal La-Grange College						
Institution Code	6266						
State	Missouri						
Number of Program Completers Submitted	48						
Number of Program Completers found, matched, and used in passing rate Calculations¹	47						
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	Statewide	
Aggregate - Basic Skills							
Aggregate - Professional Knowledge				10	9		90%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	46	41	89%	3275	3155		96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1	1	100%	156	156		100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				270	256		95%
Aggregate - Performance Assessments							

Summary Totals and Pass Rates⁵	47	42	89%	3711	3575	96%
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¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **70 admitted to program; 190 declared majors**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **50**

3. Please provide the numbers of supervising faculty who were:

4 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

7 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

2 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **13**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **3.85**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **30** hours. The total number of weeks of supervised student teaching required is **10 or 14**. The total number of hours required is **300 or 420** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes ☐ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

The mission of Hannibal-LaGrange College is to provide an excellent liberal arts education in a distinctly Christian environment, thus preparing students for both personal and career effectiveness.

Among the college’s Statement of Purposes is the following, which undergirds the professional programs, including teacher education:

To provide specific career education which will equip students, upon completion of the work at HLG, to enter directly into certain areas of employment.

2. Educational Philosophy

In accordance with Hannibal-LaGrange College’s stated mission, purpose, and motto (“Knowledge for Service”), the Education Division sees as its primary purpose the preparation of teachers who are *reflective decision makers using knowledge for service*. This preparation takes place in a distinctly Christian environment, an environment that recognizes and seeks to assist individuals in their personal spiritual growth as well as their intellectual, professional, physical, and social development. To this end, the Hannibal-LaGrange College Teacher Education Program has developed the following as philosophical statements around which curriculum is established:

1. Graduates should have a substantial, sound general education in liberal arts, humanities, and social, biological, and physical sciences.
2. Graduates should be role models displaying personal, social, ethical, and spiritual qualities that reflect competence and deserve respect as adult citizens in a democracy.
3. Graduates should have a knowledge of the historical, social, and philosophical foundations of education.
4. Graduates should have a superior understanding and current knowledge in their areas of subject matter concentration.
5. Graduates should have a personal formal philosophy of education and a personal professional commitment to teaching and to the education of the citizenry.

Graduates should possess professional skills required to teach. These skills are based on an understanding of the physical, psychological, and social needs of children, regardless of race, creed, gender, economic status, or ethnic origin.

3. Conceptual Frameworks

Teaching is a complex task which requires the capacity to reflect on and revise decisions on the basis of one’s observations and insights. Successful completion of a collection of courses is not enough. Teachers must have deep understandings of teaching, subject matter, learning, and learners, and the interrelationship of these components in the teaching-learning process. This will enable prospective teachers to develop frameworks for thinking about the cognitive, social, and emotional demands of teaching which are essential for reflective decision making.

Teaching is no longer seen as a linear process of transmitting knowledge from teachers or educational materials to students. The emphasis has shifted from what teachers do to the process by which they create their own understanding of knowledge and make this knowledge comprehensible to students. Teachers must have knowledge and understanding of:

- The foundations of education;
- Legal and ethical aspects of education;
- Communication and problem-solving skills;
- Instructional strategies and technological applications;

- Collegial and community responsibilities;
- The effects of the teacher's choices and actions on others;
- Resources available for professional development

Subject Matter – knowledge of concepts and principles within the discipline, along with knowledge of how fundamental principles and ideas can be made comprehensible to learners in a global society, creates learning experiences that make subject matter meaningful for students. Teachers must have knowledge and understanding of:

- The discipline;
- Organizing/structuring subject matter in multiple ways using students' prior knowledge;
- How to engage students in methods of inquiry within the discipline;
- How to create interdisciplinary learning

Learning – the learner is at the center of an active learning process. The learner constructs meaningful understandings by active engagement in activities that build on prior knowledge. Teachers must interact with learners to plan instruction and create optimal learning opportunities to advance learner comprehension. Teachers must have knowledge and understanding of:

- Theories of learning;
- The importance of long-range planning and curriculum development upon student, district, and state performance standards;
- Formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner

Learners – what learners bring with them to their learning tasks influences what and how they learn. Learners' backgrounds are diverse and may interact with the organization of the classroom, as well as the subject matter itself, to affect learning. Teachers must have knowledge and understanding of:

- How students differ in their approaches to learning;
- How to create instructional opportunities to meet the needs of diverse learners;
- When and how to access specialized services;
- The importance of connecting instruction to students' prior experiences and family, culture, and community;
- Classroom management strategies, motivational theories, and behavioral management techniques to create a learning environment that encourages positive social interaction.

All components of the curriculum of an effective teacher education program foster the development of coherent, well-organized conceptions of teaching that can guide practice, allowing beginning teachers to function as knowledgeable novices, reflective decision makers, and life-long learners.

4. Program completers who teach in the private schools and out of state

Private Schools:	2
Out-of-State:	3